

CAUGHMAN ROAD ELEMENTARY

7725 Caughman Rd.
Columbia, South Carolina 29209

GRADES K-5 Elementary School

ENROLLMENT 610 Students

PRINCIPAL Jane Wyatt 803-783-5534

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	55	26	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

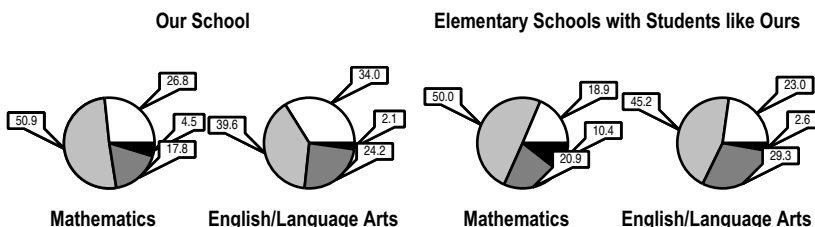
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG





PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	113	64
Percent satisfied with learning environment	90.2%	71.7%	79.4%
Percent satisfied with social and physical environment	86.3%	75.9%	70.5%
Percent satisfied with home-school relations	55.1%	88.4%	77.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	318	99.4	34.0	39.6	24.2	2.1	26.3	17.6
Gender								
Male	152	99.3	36.4	44.7	18.2	0.8	18.9	17.6
Female	166	99.4	32.0	35.3	29.4	3.3	32.7	17.6
Racial/Ethnic Group								
White	52	100.0	24.5	42.9	28.6	4.1	32.7	17.6
African-American	249	99.6	35.9	38.6	23.8	1.8	25.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	11	90.9	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	281	99.3	30.6	40.8	26.7	2.0	28.6	17.6
Disabled	37	100.0	63.3	30.0	3.3	3.3	6.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	318	99.4	33.7	39.4	24.7	2.2	26.9	17.6
English Proficiency								
Limited English proficient	5	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	313	99.7	33.3	40.1	24.5	2.1	26.6	17.6
Socio-Economic Status								
Subsidized meals	161	98.8	45.4	35.4	17.7	1.5	19.2	17.6
Full-pay meals	155	100.0	23.5	43.0	30.9	2.7	33.6	17.6

Mathematics								
All students	318	100.0	26.8	50.9	17.8	4.5	22.3	15.5
Gender								
Male	152	100.0	27.8	48.9	18.0	5.3	23.3	15.5
Female	166	100.0	26.0	52.6	17.5	3.9	21.4	15.5
Racial/Ethnic Group								
White	52	100.0	14.3	44.9	32.7	8.2	40.8	15.5
African-American	249	100.0	28.6	53.1	14.7	3.6	18.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	281	100.0	24.1	52.1	18.7	5.1	23.7	15.5
Disabled	37	100.0	50.0	40.0	10.0	N/A	10.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	318	100.0	26.7	50.5	18.1	4.6	22.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	313	100.0	26.1	51.2	18.0	4.6	22.6	15.5
Socio-Economic Status								
Subsidized meals	161	100.0	36.4	50.8	7.6	5.3	12.9	15.5
Full-pay meals	155	100.0	18.1	50.3	27.5	4.0	31.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	93	N/A	19.4	44.1	33.3	3.2	36.6
	Grade 4	123	N/A	17.4	49.6	31.4	1.7	33.1
	Grade 5	92	N/A	24.2	61.5	13.2	1.1	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	100.0	22.7	38.6	33.0	5.7	38.6
	Grade 4	94	100.0	34.5	38.1	27.4	N/A	27.4
	Grade 5	125	98.4	42.5	41.6	15.0	0.9	15.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	93	N/A	39.8	39.8	16.1	4.3	20.4
	Grade 4	123	N/A	32.5	36.6	17.1	13.8	30.9
	Grade 5	92	N/A	40.7	39.6	9.9	9.9	19.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	99	100.0	22.7	56.8	15.9	4.5	20.5
	Grade 4	94	100.0	21.4	53.6	20.2	4.8	25.0
	Grade 5	125	100.0	33.9	44.3	17.4	4.3	21.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 610)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.5%	Down from 3.2%	3.1%	2.4%
Attendance rate	96.4%	Down from 96.5%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.9%	No change	15.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.3%	Down from 6.8%	9.0%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	1.0%	1.1%
Suspended or expelled	0.2%	Down from 0.7%	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	46.3%	Down from 47.8%	46.3%	50.0%
Continuing contract teachers	75.9%	Down from 82.6%	87.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.3%	Up from 81.9%	88.2%	86.2%
Teacher attendance rate	93.9%	Down from 94.4%	95.2%	95.3%
Average teacher salary	\$40,504	Up 0.7%	\$39,681	\$39,909
Prof. development days/teacher	9.3 days	Up from 8.4 days	10.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	18.2 to 1	No change	19.2 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.1%	89.8%	89.7%
Dollars spent per pupil*	\$5,815	Up 11.4%	\$5,815	\$5,892
Percent spent on teacher salaries*	74.9%	Up from 72.4%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Caughman Road Elementary School has undergone a metamorphosis this year. The building has been transformed from a 30-year-old, open-classroom, middle school to a warm, attractive, child-centered elementary school. The construction/renovation project has lasted the entire year, but the staff and students have coped remarkably well. We started the school year with the staff all wearing construction hats and utility aprons. Our motto for the year was "Building the Future." We are indeed doing just that. The contractors were building a school to meet the needs of future students, and the staff was building future leaders through education.

The Southern Association of Colleges and Schools (SACS) reviewed the school for accreditation in 2003. The SACS Peer Review Team found "Caughman Road Elementary School to be a warm and academically stimulating environment that focuses on individual student achievement and accomplishments. The professional and dedicated staff provides scores of opportunities for students to become lifelong learners and contributing members of our society." Caughman Road Elementary has maintained its accreditation status since 1970.

The community that is served by the school is a high-transition area with a growing Hispanic population and close proximity to Fort Jackson. The enrollment of 660 students changes almost daily, with a turnover rate that is up from 20% in 1997 to 50% in 2002. Caughman Road Elementary is now a host school for the English as a Second Language students that are zoned to attend five other schools. A large number of these students do not speak English and are taking the PACT test for the first time.

The school has made steady increases in the number of students scoring Basic or Above on the PACT, although we are not where we need to be. The number of students passing PACT in Language Arts has gone from 67% in 1999 to 82% in 2002, and in Math the scores have increased from 48% in 1999 to 63% in 2002. Math has become a major academic focus for our students. The school has developed "Math Mountain" and hosted math competitions for the students at Caughman Road, as well as five other district schools. The first district Math Mountain championship was held in May for third through fifth grades.

Jane H. Wyatt, Principal, Caughman Road Elementary School

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.